

# SCHOOL and COMMUNITY

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Mo. STATE TEACHERS ASSN.



# SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers Association

Send all contributions to the editor.

THOS. J. WALKER, Editor

E. M. CARTER, Adv. Mgr.

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VOL. XX

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DECEMBER,

1934

## TABLE OF CONTENTS

Editorials	
The Kansas City Meeting .....	341
Let's Look at the Record .....	342
Crack-Pot Session .....	343
New Officers of the M. S. T. A. ....	344
Parent-Teacher Associations in Relation to Schools .....	345
Significant Trends in American Education	346
Is Missouri Supporting Education? .....	348
Music in Secondary Schools .....	351
Little Folks' Poetry Pack .....	353
Reports of Committees .....	354
Our Rural Schools .....	362
News Notes .....	364
New Books .....	368

## INDEX TO ADVERTISERS

Allyn and Bacon .....	Fourth cover
Bass Camera Company .....	368
Emery, Bird, Thayer .....	338
Encyclopaedia Britannica, Inc., Jr. ....	337
Fulton Loan Company .....	365
Household Finance Corporation .....	366
Illinois Central System .....	367
Kansas City Power & Light Co. ....	338
Merriam Company, G. & C. ....	368
Nat'l. Ass'n. Chewing-Gum Mfgs. ....	361
Pupils Reading Circle .....	Third cover
Roach-Fowler .....	363
St. Louis University .....	368
Winston, John C. ....	340

## MEET OUR CONTRIBUTORS

C. W. Martin is Professor of Education in the Northeast Missouri Teachers College at Kirksville, Missouri, a position he has held for several years since receiving his doctorate at the University of Missouri. He has had experience as a superintendent of schools in the schools of Southeast Missouri.

John Paul Jones, director of instrumental music, North Kansas City high school. B. A. from the fine arts department of Tulsa University; M. A. from the music department of the State University of Iowa. Director of band, orchestra and glee clubs at the Arizona State Teachers College, Tempe, Arizona, before coming to Kansas City. Last year organized the first Clay County music and dramatic festival. On committee to draw up the rules governing band contests at the 1934 Missouri State Fair.



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# EDITORIALS

## THE KANSAS CITY MEETING

**G**LORIOUS WEATHER! Unusual attendance! Gratifying attention! These generalities were common expressions heard at the Kansas City Convention of the M. S. T. A. As to the weather there can be no doubt. Unfortunately there are no accurate records kept by which the actual attendance can be arrived at and compared with other years. The crowds at the programs, the number of receipts for dues presented for tickets to the Symphony Concert, and the reports from hotels all indicate an attendance larger than any for several years past.

There is much that can be said complimentary to the character of the program and in praise of Miss Humphrey's good judgment in her selection of talent. One disappointment was suffered—that incident to the illness of Wm. Trufant Foster. Mr. Foster talked, but those who had heard him before knew that he was not doing himself justice—only a few however were aware of his illness which made it necessary for him to cancel other engagements on the program.

Some dissatisfaction was expressed with the management of tickets for the Symphony Concert. Unpleasant misunderstandings are frequently encountered when an outside organization takes responsibility for distribution of tickets. The attendance, the attention and the applause which the teachers gave this concert constitute eloquent acknowledgment of ap-

preciation, but the distribution of tickets might have been managed in a way more conducive to a completely happy frame of mind. Inasmuch as this entertainment was a present from the Kansas City Chamber of Commerce, we will remember only the excellence of the program, and thank the Chamber of Commerce for the fine feast of music which delighted our hearts.

Kansas City did its job well and Kansas City teachers and school administrators were even above their usual high standard of performance in providing profitable and interesting entertainment for the visiting teachers. The 2,000 seventh graders who sang at the opening of the Convention was a high testimonial to the constructive work of the Kansas City schools and a demonstration of the capable leadership of Miss Mabelle Glenn, their director. The demonstration and observation programs given at the Woodland School were well attended and rich in practical suggestions to the visitors, and the same can be said for the Industrial Education Exhibit at the Lathrop Polytechnic Institute for teachers interested in this specialized phase of education. The Art Institute was opened to and visited by thousands of appreciative teachers. The Kansas City Teachers Club did a particularly gracious social service at their musical tea in the Hotel Baltimore, honoring Miss Pauline Humphreys, President of the M. S. T. A., Miss Hattie Gordon, President of the Kansas City Teachers Club

and Miss Charl Williams of the N. E. A. staff.

Two interesting incidents of transportation were talked of by Conventioners and featured in the Kansas City papers. One was the arrival of eighty-five teachers by school busses from Fredericktown at a cost of only \$7.00 per teacher for the round trip and the other was the coming of the St. Joseph group in the newest type of stream-lined railroad train, "The Zephyr," with its much heralded novelties.

The Kansas City press was noticeably considerate of our programs and gave liberally of their space in constructive reports of the various meetings.

### **LET'S LOOK AT THE RECORD**

**T**HE DEPRESSION has taken support from the schools of Missouri as practically every teacher is definitely aware. Each can offer abundant concrete and specific evidence of this fact. But while support has been taken away, this action can in nowise be attributed to lack of faith in education on the part of the rank and file of the people. On the contrary that faith has grown and its growth is enough to constitute a challenge and a promise: a challenge to educators to improve their own efficiency, and of promise that the people will support schools if and when just and equitable means for support are made possible.

Here is the depression record of demand for education, comparing the school year which closed in 1929 with the year that closed in 1933:

Rural enrollment increased 8.5 per cent, enrollment in the elementary grades increased 14 per cent, and the general increase in the elementary public school enrollment was 12 per cent. During this period high school enrollment increased more than 22 per cent.

The increase in total days attendance was the equivalent of 8 months for 56,525 children.

The number of non-residents attending high schools, stimulated by the 1931 school law, increased from 15,809 in 1928-29 to 27,877 in 1932-33, or 76.3 per cent. Numerically, however, the increase in resident enrollment was almost equal to the non-resident increase. Notwithstanding the increase of high school attendance on the part of rural children, the record shows that, in proportion to the numbers in the elementary schools, three times as many children living in high school districts attend high schools as do those living in rural districts.

Are we too optimistic, if we believe that Missouri will, as a state, through her elected representatives in the Legislature, meet the ideals set up in the School Law of 1931? As teachers we must at least see to it that the facts are laid before the General Assembly, and that each legislator is made aware of the public need.



## Crack-Pot Session

*O. J. Mathias.*

**I**T WOULD BE quite proper to prolong all Teachers' Association Meetings, great and small, one extra period and tag it "The Crack-Pot Session." If any half-baked idea flits across the cerebral cavity of one of these self-appointed "Pathfinders of Progress," he, she or it immediately removes the candle from under the bushel and casts about for some Teachers' Association Meeting. The inference seems to be that teachers are the most gullible of all human beings and furthermore their pedagogical training has developed fortitude, patience and poker-faces so that it is quite difficult to discover, by the outward appearance, whether intensely interested or beastly bored. Teachers make a delightful people to orate before. Any public speaker who has just received five hundred dollars gleaned from five hundred teachers at a dollar per glean, for a thirty minute dissertation entitled "Pedagogical Periphrasis" will gladly testify under oath that the above statement may be labelled, truthfully, "Fact."

Every program committee will readily recognize the following examples depicting those afflicted with that dread malady, *Cacoethes loquendi*.

Mrs. G. Washington Flamm-Flabergasted, Past President of the Pigsty Halitosical Society asks for just a wee five minutes on the general program in order to read before the "dear teachers" a little poem which she writ herself, entitled, "Habituated Halitosis."

Mr. Wilkes Booth Lincoln Pickelfork, Worshipful Doodad of the Sons of Dawn, has an utopian plan which will End Punctuation in Primary Grades.

Mrs. Gilbert Gallus-Stewpan, who is able to trace an ancestry to the head chef of The White Apron Brigade of Bacon's Rebellion, desires to present a recipe which is guaranteed to make lunch room "hot dogs" more palatable for school children. She displays type-written endorsements from some of the most outstanding and outspoken women in America. These glamorous yet ambiguous "To Whom It May Concern" testimonials somewhat confuse the committee regarding the social prestige of the "hot dogs" and Mrs. Stewpan.

Even today, a Crack-Pot may have some political influence with down-trodden taxpayers and it is often poor strategy on the part of school people to utterly ignore them. We pass this tip to future presidents and program committees for any Teachers' Association:—Advertise extensively "The Crack-Pot Session" and charge a fair admission. It would probably pay to secure a brass band and a ballyhoo barker and place them on a raised platform before the box office. The show should be worth any price and the chances are that the monetary returns from the effort will defray all expenses incurred by the general program.



## New M. S. T. A. Officers

Quotations from President Study's "Greeting"

**T**HE FOLLOWING officers were nominated by a committee composed of one delegate from each congressional district, and each was unanimously elected by the Assembly of Delegates at the Kansas City Convention: President, H. P. Study, superintendent of the Springfield public schools, First Vice-President, W. H. Lemmel, Superintendent of Schools, Flat River, Second Vice-President, Miss Anna L. Sawford, high school, Sedalia, Third Vice-President, Superintendent John W. Edie, of the DeKalb county schools, Maysville.

To the Executive Committee were elected Miss Mary C. Ralls, teacher in the E. C. White School of Kansas City and Superintendent Leslie H. Bell of Lexington, each for a term of three years. These succeed Superintendent W. J. Willett, of Carl Junction and Miss Jane Adams, teacher in the Paseo High School of Kansas City.

President Study came to Missouri from the superintendency of schools at Atchison, Kansas. In Kansas he served as President of the Northeast Division of the Kansas Teachers Association. He is a member of Phi Delta Kappa and has degrees from Baker, Boston and Columbia Universities. Since coming to Missouri he has been in his present position and has made notable progress in the development of the schools of Springfield, particularly in the organization of junior high schools and in equipping the system with modern physical plants.

When Superintendent Study was introduced to the Kansas City Convention, by the retiring President Miss Pauline Humphreys, and presented with the gavel, he was greeted with hearty applause. He spoke ex-temporaneously and briefly his words of greeting. We take the liberty to

quote parts of President Study's remarks as they were recorded and transcribed by the convention stenographer.

"This great honor has come to me after ten years of service in one of the leading cities of Missouri. I came from the border state of Kansas, which at that time was less conservative than Missouri. I can't say that Kansas radicalism is any better than Missouri conservatism.

"I would like to make my leadership for the coming year a constructive one in formulating educational policies, together with the help of the Executive Committee, the Legislative Committee and the members of this great organization. I would like to be daring.

"We have more to fear from ourselves than we have from the politicians. With confidence in ourselves we can get over to the people of this great state our ideas of what schools ought to be, but we

will have to stop talking too much 'pedagogy.' With such confidence we can do a wonderful work this year.

"I have great confidence in the leadership of our State Superintendent-elect, Mr. Lloyd King. I believe our Legislature is going to work in harmony with him and with the State Teachers Association.

"Somehow I cannot help feeling that I had rather be living today than in any other period of our history. Today demands flexibility and courage, it is exciting and interesting. Great changes are taking place. We are in the midst of a changing social order. The educational forces must assume leadership in an aggressive, courageous fashion.

"I believe in adventure. We are just starting on this adventurous living. It is glorious—we have no reason to be discouraged or depressed."



H. P. Study

## Parent-Teacher Associations in Relation to the Schools

By HENRY J. GERLING

*A radio address given over Station KSD*

**T**HE PARENT TEACHER movement is appreciated as bringing into play the moral force of 1,500,000 members in the United States, working voluntarily for the benefit of childhood. It is to be welcomed, first, because the schools are not in position to assume all the responsibility for the training of children. It is still one of the sacred obligations of the family, one of the cardinal duties of the parent, to provide a wholesome environment and prepare children properly to enter into the later duties of life. In the second place, it is to be welcomed as effecting a better understanding between parents and teachers as to the problems that childhood education involves, and as to the cooperative measures by which they may be solved.

Mass production, through factories and the use of labor saving devices has produced profound changes not only in our economic life, but in our school and family life as well. It has modified our social institutions. Gradually the school has assumed many duties that formerly were regarded as belonging to the home alone. Schools now feel it their duty, for example, to care for the health of the children. What was once wholly a family responsibility, now, in various phases, is regarded as a proper and necessary function of approved school administration. Further example is found in a greatly altered school curriculum. Reading, writing and arithmetic, once the sole concern of the schools, are supplemented by lessons in cooking, sewing, manual training, vocations, civics, and other forms of activity formerly taught in the home. Character training is felt, more keenly now than ever before, to be one of the cardinal aims of public education.

Not only have parents surrendered to the schools much of their educative function, but they have also placed on the public treasury many of the financial responsibilities in earlier times regarded as theirs. Free high schools exist today in almost

every community; even free colleges are provided. In our larger cities and even in smaller communities, parents are no longer obliged to buy books, pencils, and other supplies used by children in the schools. Communities have come to regard it as the school's obligation to provide children with suitable lunches at low cost, in many instances even free of charge. Free transportation is also given to children living long distances from the schools. All of these provisions are far removed from those made in pioneer school days, when children were required to walk miles to school, to pay for their books and supplies, and to see before them the elementary school uncapped by high and vocational education.

This development has been a great and hopeful gain; it must also be recognized, however, that it has been accompanied by marked loss in family solidarity, and by great increase in taxation sometimes unanticipated and frequently burdensome to bear. The latter is the business of a sound school administration constantly to consider; the former is the business of society to rectify. The parent teachers association, in virtue of its membership and its purposes can, and we are persuaded will, help to restore failing parents to a renewed consciousness of the responsibility, to an enlarged outlook upon their opportunities, and to an informed desire to collaborate with the schools for the benefit of their children and the advantage of the public. The parent teacher association is in this way endowed to render a signal social service.

The second great value of the parent teacher association is to be found in the mutual understanding which it develops between parents and teachers. Parents can assist more intelligently when they understand what the schools aim to accomplish. Likewise the teachers can cooperate more effectively when they know the purpose by which the parents are actuated and the conditions under which,

in many instances they find themselves obliged to live. A parent's judgment of the school can never be better than his information concerning it. Sincere criticism is intended to be constructive, but often misses its mark. In unity of understanding and purpose is to be found the basis of intelligent and effective cooperation.

Every worthy teacher welcomes judgment and advice offered by an informed parent. Likewise every enlightened parent will welcome a frank report concerning the child's intellectual progress and character traits. That a million and a half, or more, parents and teachers are willing to give their time and their thought to such service is a heartening encouragement to

those who place their trust in the schools. It is an indication, also, that, while some of the old moral sanctions may have been relaxed, a vast body of our people desires no relinquishment of the standards traditionally effective in American life, and seeks also to earn for itself the merit of having, in a large way, helped, during a period of strain and change, to direct our youth into those channels that lead to the fulfillment of the promises that a life given to intelligent and devoted effort holds out to us. It gives us the assurance that the ways of life, difficult at times to rationalize, lead, when properly traced, to the goal in which the hopes of the parent and the promise of the child attain their ultimate union.

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## Significant Trends in American Education

Dr. J. T. Worlton

Assistant Superintendent, Salt Lake City Schools, in the Utah Educational Review

**S**INCE the dawn of community effort in the education of youth the aim of educators and the type of education provided have rested upon the philosophy of life which dominated the community or nation that provided the education. This is illustrated in the emphasis given in the ancient Greek schools to physical fitness, music and cultural subjects. It was seen in the Pre-World War days in the schools of Germany where the dominating aim was to submerge the interests of personality and individuality in favor of regimentation and obedience in the service of the state.

This principle is especially applicable at home. The ideals of American life and culture and the organization of American economics form the basic point of reference for the American schools. It was true in the days of our pilgrim Fathers when learning the three R's constituted the major aim of the schools. It is true today in our infinitely complex social order. The major purpose of education is to prepare the oncoming generation to live happily and to make a contribution to the general welfare of society.

A practical education philosophy for the United States must be approached through a study of the economic and social trends in American life. As these trends undergo modification and change, education, if it is to perform its proper function, must set up new goals, provide new materials and employ improved techniques of instruction.

### New Trends

It is a hazardous pastime to predict social and economic changes in the organization of American life. Nevertheless, certain significant trends are now so much in evidence as to be observed by all. The teacher or administrator who is sensitive to his responsibility must recognize these and shape his educational activities accordingly, or find himself dealing in educational platitudes and symbols which do not function in life.

We are entering a period which calls for economic and social planning on a scale never before experienced in American history. This is true for the nation as a whole as well as for the state and local community. It calls for a shift in the emphasis upon citizenship quali-

ties in the schools from those of the rugged individualistic characteristics, so admired in the competitive business and economic practices of the past, to those attitudes which favor the general welfare of society and to habits of cooperation and adaptation in an ever changing industrial society.

The spirit of democracy will more significantly characterize the new order than the one which is fading out. Already, the signs of a greater day for the common man are in evidence. An immense expansion of insurance service against the hazards of life, the extension of educational opportunity to adults as well as children, the development of a program of preventive medicine on a national scale, and the expansion of parks and playgrounds and other means for the wholesome enjoyment of leisure are but a few of the movements under way which promise to usher in a new day of increased opportunities for the rank and file of the people.

### **Changing Social Order**

There are unmistakable evidences that we are moving from an individualistic to a collective and social economy. We are undoubtedly entering a period when Federal and State governments will play a constantly increasing role in launching programs of planning and control in the economic and social life of the nation. These changes are of tremendous importance to education. Whether this new order will be an improvement on the past will depend in large measure on the success of the schools in preparing the next generation to live in such a changed social organization.

In its report to the American Historical Association the Social Studies Commission makes the following statement with reference to the responsibility of the schools in effecting the transition of America into the new collectivistic society:

"If the school is to justify its maintenance and assume its responsibilities, it must recognize the new order and proceed to equip the rising generation to cooperate effectively in the increasingly interdependent society and to live rationally and well within its limitations and possibilities. If education continues to emphasize the philosophy of individualism in economy, it will increase the accompanying social tensions. If it organizes a program

in terms of a philosophy which harmonizes with the facts of a closely integrated society, it will ease the strains of the transition taking place in actuality. The making of choices cannot be evaded, for inaction in education is a form of action.

"From this point of view, a supreme purpose of education in the United States, in addition to the development of rich and many-sided personalities, is the preparation of the rising generation to enter the society now coming into being through thought, ideal and knowledge rather than through coercion, regimentation and ignorance; and to shape the form of that society in accordance with American ideals of popular democracy and personal liberty and dignity."

The implications for the schools in this changing order are clear and definite. No longer must the schools stress as of first consideration the financial and social gain to the individual which comes through education. The gains to the community and to society in general through the education of its members will receive increased attention.

Since social advancement in our democracy is predicated upon the enlightened and trained individual members of society, it is mandatory that each person be given such training as will best prepare him to meet the responsibilities of citizenship. This must be accomplished for all without regard to race, religion, nationality or economic status. With the general acceptance of this principle we may confidently expect increasingly large financial support for education from the Federal and State governments. The child born in the small rural community must be given the same educational opportunity as the child born in New York City.

### **The School's Part in the New Order**

The school itself in its organization and technique of instruction must reflect the integration of the larger society which exists in community, state and national life. Emphasis will be shifted from acquisitive impulses to cooperation in the social organization. The creative impulse for group advancement will receive special encouragement.

The increasing complexity of the integrated economic and social order, into which we are moving, places an increased burden and responsibility upon the public schools, the churches, the homes and all organizations engaged in education, and the improvement of society.



## Is Missouri Supporting Education?

By C. W. MARTIN

*A comparison of our present status with that of 1928*

IN 1928 THE MISSOURI State Teachers Association proposed a legislative program for the public schools of Missouri. This proposal was published in booklet form.<sup>1</sup> In this booklet the question as to whether or not Missouri was a poor state in comparison with other states was raised, and the answer to this question was found by making a study of Missouri's financial ability. There it was shown that on practically any measure of financial ability that might be considered Missouri, ranked, in general, about eighth or ninth.

By a similar study now of the ability of Missouri to pay for schools, using the latest data obtainable, it may be seen that the relative rank of Missouri among the states of the Union has changed very little. Her rank in value of farm crops, and in capital, surplus, and profits of all banks has changed from eleventh and ninth to tenth and eighth respectively. In 1927 Missouri ranked seventh among the states in expenditure for highways, while in 1931 that rank had been advanced to fifth. The greatest drop in rank was in postal savings deposits, from ninth to fourteenth. In income taxes paid to the federal government and in assessed valuation of property the rank dropped from ninth to eleventh on these bases, while in the number of telephones and in industrial life insurance in force the rank dropped from eighth to ninth. On three other bases, value of farm lands, ordinary life insurance in force and in value of manufactured products the rank remained eighth, ninth, and eleventh respectively, the same as in 1927. These data are shown in chart 1.

All these measures of ability considered together show that Missouri ranks about ninth or tenth among the several states in ability to pay for education. Hence, it may be said now as it was stated in the Missouri State Teachers Association study that Missouri can afford practically any kind of educational advantages that her citizens may desire.

In its publication in 1928 the state teachers' association next asked the question, "Is Missouri extravagant in expenditure for education?" Then it was found that Missouri ranked far down the list of states in this respect. In expenditure for current purposes of public elementary and secondary schools per pupil in average daily attendance in 1925-26 Missouri ranked thirty-fifth spending \$66.66 per pupil. In 1931-32 Missouri ranked thirty-third with an expenditure of \$70.02 per pupil in average daily attendance. In the United States as a whole the average expenditure per pupil in average daily attendance in 1931-32 was \$81.36.<sup>2</sup>

The next question that presents itself is—how much of the amount that is spent for education in Missouri does the state contribute? The study made in 1928 showed that in 1925-26 the state contributed \$6.52 or 9.8% of the \$66.66 that was spent for each pupil in average daily attendance, while in 1931-32 the state contributed only \$4.90 or 7% of the \$70.02 spent per pupil. In the United States as a whole 19.5 per cent of the money spent for current purposes in education was contributed by the states.<sup>3</sup>

The state teachers' association study showed that state support for education had steadily decreased in Missouri from 1921 to 1927 inclusive. This present study seems to indicate clearly that the state's share in supporting education in Missouri has continued to grow smaller, while the percentage of aid given by the states in the United States as a whole has increased. Of the sixteen states that rank below Missouri in state support of education, six states (Ohio, Montana, New Mexico, Idaho, Wyoming, and Colorado) have county taxes that furnish from 25 to 70 per cent of the cost of education and serve somewhat to equalize the burden of educational support within the counties, while county support in Missouri (2.4%) is practically nothing.<sup>4</sup>

In expenditure per capita of the total population for public elementary and secondary schools Missouri ranked thirty-third among the states in 1931, spending \$15.40. For continental United States the average was \$18.87.<sup>5</sup> In ability to pay Missouri ranks about ninth or tenth among the states. If Missouri ranked the same in expenditure per capita as in ability (ninth or tenth), her expenditure for education would amount to approximately \$25.00 per capita instead of \$15.40.

The average salary of teachers, supervisors, and principals in Missouri in 1931-32 was \$1230, or twenty-fifth among the states, while in continental United States the average salary was \$1417.<sup>6</sup>

Again, our answer to the question as to whether Missouri is extravagant in expenditures for education must agree with the study made by the state teachers' association, that Missouri is indeed conservative rather than ex-

1 A Legislative Program for the Public Schools of Missouri.

2 Dep't. of the Interior, Office of Education, Bul. 1933, No. 2, Statistics of State School Systems 1931-32, p. 22.

3 *Ibid.*, p. 19

4 *Ibid.*

5 Statistical Abstract of the United States, 1933, p. 110.

6 Dep't. of Interior, Office of Education, Bul. 1933, No. 2, Statistics of State School Systems, 1931-32, p. 16.



travagant in educational expenditures. In the amount spent for each pupil in average daily attendance, in expenditure per capita of the total population, and in salaries paid to teachers Missouri is much below the average of the United States as a whole, although her ability is much above the average for the country as a whole. Furthermore, of the relatively small

amount that is spent for education in Missouri, more than 90% of this comes from local districts rather than from either the counties or the state. When these facts are considered, it is not surprising that many are asking the question—when will Missouri as a state meet her obligation by providing proper educational opportunities for every boy and girl?

CHART I  
RELATIVE FINANCIAL ABILITY OF MISSOURI

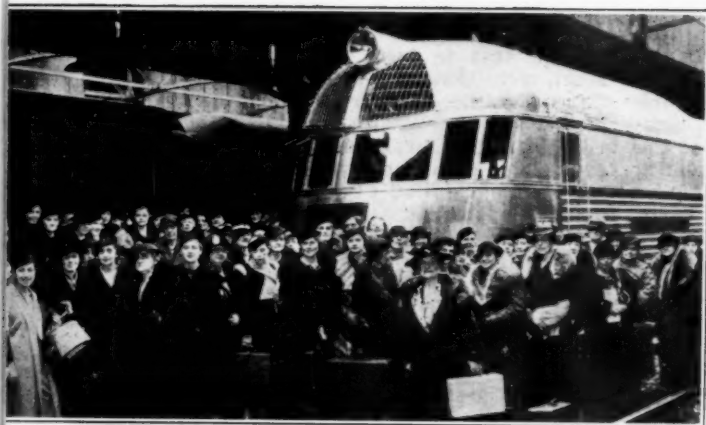
Rank of States	Value of Farm Crops	Value of Manufactured Products	Capital, Surplus, and Profits of all Banks	Income Taxes Paid to Federal Government	Value of Ordinary Life Insurance in Force	Value of Postal Savings Deposits	Assessed Valuation of Property	Value of Farm Lands	Expenditures for Highways	Number of Telephones	Value of Industrial Life Insurance in Force	Rank of States
1												1
2												2
3												3
4												4
5									****			5
6												6
7									XXXX	XXXX	XXXX	7
8			****					**** XXXX		****	****	8
9				XXXX	XXXX	XXXX	XXXX					9
10	****											10
11	XXXX	XXXX		****			****					11
12												12
13												13
14						****						14
15												15

Facts from Statistical Abstract of U. S., 1933 U. S. Dept. of Commerce; U. S. Dept. of Agriculture, 15th Census 1930, Vol. IV.

XXXX Findings of M. S. T. A. study in 1928.

\*\*\*\* Findings of the present study.

\*\*\*\* Coincidence of M. S. T. A.  
XXXX and present study.



As the Camera Viewed Their Arrival

## St. Joseph Teachers

### COME TO CONVENTION ON ZEPHYR

**S**T. JOSEPH teachers are different. They like new ways of doing things.

They work together and go together. Their togetherness is a characteristic. On the morning of November 8th, they came to the Convention together on the world's most modern train. This would not have happened had they not been together before they came. Their machinery for getting and staying together is the St. Joseph Teachers Club of which Miss Anna Riddle is the President. She had planned, of course, that they come to the Convention together, on a regular train, but when she was informed that the "Zephyr" was breezing around through Nebraska she informed the agent at St. Joseph

that they preferred the latest, therefore he should make arrangements to accommodate them with the "Zephyr." Certainly St. Joseph teachers were not expected to ride on ordinary trains when there was an extraordinary one within reach. "It can't be done" said the agent. "It can be done," said Miss Riddle. It was done, and St. Joseph teachers came to Kansas City on "America's first Diesel streamline train. The most illustrious railroad train in the world—of stainless steel, electric shot welded—rides on articulated trucks, powered by an eight cylinder, two cycle, 660 horse-power, oil burning Diesel engine. Runs on roller bearings—air conditioned—equipped for radio reception" and holding the world's all time long-distance record of 1015 miles in 785 minutes.

St. Joseph's were the first teachers to travel in it. Other St. Joseph teacher records worthy of note are—

100% membership in M. S. T. A. for fourteen consecutive years.

100% attendance at Kansas City Convention 1934.

100% membership in N. E. A.

First to secure quota of names on retirement petitions.

### OFFICERS OF OUR CITY-DISTRICT ASSOCIATIONS

Missouri has nine District Associations, three of which are composed entirely of teachers within their respective city school districts. The three cities that maintain separate district organizations are St. Louis, Kansas City and St. Joseph. These cities are markedly loyal to the program of their State Association furnishing each year about 4,600 members which represents approximately 100% of all the teachers in their districts.



**KANSAS CITY ASS'N. OFFICERS**  
Roscoe V. Cramer,  
President



Hollis W. Lancaster,  
Secretary



**ST. LOUIS ASS'N. OFFICERS**  
Philipine Crecelius,  
President



Mathilda Winkelman,  
Secretary



**ST. JOSEPH ASS'N. OFFICERS**  
Anna E. Riddle,  
President



B. O. Corbin,  
Secretary

## Music in Secondary Schools By John Paul Jones.

MUSIC IN THE HIGH school today has reached a height never dreamed and surely never prophesied in the days of Lowell Mason, the father of Public School Music. While the importance of musical training for school children was recognized and sponsored by various music minded men as early as the first of the 18th century, it remained for Lowell Mason to issue, in 1834, his *Manual* explaining the principles and methods used in the singing classes at the Boston Academy of Music. Thus was afforded a unified system of presenting school music which became the forerunner of our present public school music. Mason's manual was heartily endorsed by Samuel A. Eliot, president of the academy. In 1838 Mason was placed in charge of all the music in the Boston schools and by 1878 a complete system was reached when music was extended into all the high schools.

Being true to its original source music has developed thru the singing period in the regular schedule. In the past we were well satisfied with public school music if the singing period was received with a rousing reception. Today we have an entirely different standard of approval. We demand positive results rather than inflated enthusiasm.

Development has reached the point where music is recognized as a subject worthy of a place in the high school curriculum. It is no longer a socially elite outcast among the school subjects. A certain amount of tradition has surrounded the older academic subjects, readin', writin' and 'rithmetic, almost beyond penetration. This tradition had to be overcome and fortunately has been surmounted to the extent that music is beginning to be placed on par with these other subjects; and in the minds of some of our outstanding educators the value of music exceeds that of some of the older subjects. This recognition has taken place purely on the educational value of music and not thru state legislation. Music as an educational art is able to stand on its own feet and meet every cardinal principle of education.

Practically all of the larger high schools are now accepting music as credit toward graduation and most of the smaller schools offer some form of music credit. A study of various college catalogues over a period of years reveals the increasing tendency to accept more and more music for college entrance. This recognition of music is a considerable advancement.

I have before me a college catalogue of 1900 from which I will quote the following: "Music is a science, and its performance, whether upon an instrument or through the medium of the human voice, is an art. It is our aim to teach the elements of the science, and to secure as great a degree of efficiency

in the art as the circumstances will allow. The value of vocal music in the school room cannot be questioned. It brightens the life, refines the taste, cultivates the ear and confers upon the child the power of giving pleasure to himself and to others." Now in this catalogue are offered two courses: (1) Chorus and (2) Sight reading and elementary harmony—not a very elaborate course for music.

I now have before me a 1934 catalogue from the same college—offering a complete music curriculum leading to the B. A. degree in music.

In comparison to other subjects in the high school curriculum no course or subject offers opportunity to such a great number as does music nor does any subject in the curriculum offer such a low cost per pupil providing the scope is widened to appeal to those interested in instrumental and vocal groups and we must not lose sight of the value of music organization to the school.

I spoke of the educational value of music. There are certain objectives in music—objectives generally agreed upon in the Music Supervisors National Conference in 1921. These are:

1. To develop concerted singing in the direction of mass chorus practice as well as to continue the usual class room sight singing and part singing.
2. To recognize the birth of new effective, emotional states in the pupils, due to their awakening sense of the relationships of human life and the emotional aspects of these relationships; and to utilize the best of these qualities of feeling as agencies toward the re-inforcement and upbuilding of fine and strong elements of character.
3. To articulate closely for the pupils, individually and collectively the musical interests and activities of the school with those of their homes and their community.
4. To recognize and encourage the special interest that pupils of this age have in the mechanism, technic and use of musical instruments.
5. To recognize and encourage special individual musical capabilities, as a feature of an avocational as well as vocational stage of development.
6. To pay special attention to the diverging needs of the voices of the pupils.
7. To strengthen and extend technical knowledge and capability with reference to tonal and rhythmic elements of features of staff notation and sight singing.
8. To add to the appreciation of the formal elements in music an appreciation of the moods characteristic of romantic and modern music.

These objectives are primarily within the subject itself. In addition music meets every

one of the seven cardinal principals of education:

1. Health

In correct posture and right breathing.

2. Fundamental Processes

Aids them in an enlarged vocabulary; and through emphasis on pronunciation, enunciation and articulation.

3. Worthy Home Membership

Under the influence of good music the home is more attractive and the family circle more congenial. In turn, the community life (the center of which is home) is raised to a higher plane under this better influence. The home, human relationships and community life are undeniable sources of inspired music.

4. Vocation

Offers opportunity to develop a natural talent to the point where professionalism enters.

5. Citizenship

Youngsters, by instinct, want social unity and co-operative activity—the basis of citizenship and democracy. The organization of music groups with president, vice president, treasurer, etc., affords excellent citizenship training. The problems of the group being the training ground.

6. Worthy Use of Leisure Time

Music offers the advantage of a leisure time occupation that lasts thruout life, if not by actually playing a musical instrument then by being able to study and appreciate the masters of music.

7. Ethical Character

Pupil to pupil contact in glee clubs, chorus, band, orchestra and other music organizations furnishes an excellent training ground for the highest type of character desirable in a democratic society. This contributes to the permanent good of society.

The great criticism of music is (1) its time consumption to the detriment of other subjects and (2) its apparent unorganization. Now, both of these criticisms have little, if any, ground on which to stand. In the first place no worthy principal or superintendent will allow one subject to be the detriment of another. He will endeavor to allow each and every subject its full sway not to the detriment but to the common advancement and good that may be received by all. Where musical activities conflict with the other subject activities the policy of give and take is involved if the school be small. If the school be large, having enough students to support all organizations in a representative manner, then the student had best make his choice; whether it be for music or an activity more appealing to that youngster. The feat of being in two places at the same time has not yet been accomplished.

The second criticism—apparent unorganization—can be offered only if the organization of music is not understood or if there is a deliberate lack of unorganization. Of course the latter would not be tolerated.

Just what sort of a music program will reach and maintain the standard we desire? The current practice in grades 7 to 12 is to divide

music into five courses.

1. Band
2. Orchestra
3. Chorus or Glee Clubs
4. Appreciation
5. Theory

The band, orchestra and choral groups are generally selected groups of developed talent. The finished product depending on the preparatory groups, if any. Grades 7, 8 and 9 will generally have beginning instrumental groups (orchestra, and band if possible), choral groups and general music. General music being, of course, the rudimentary background plus some history and appreciation. Grades 10, 11 and 12 will have band, orchestra, glee clubs and chorus, appreciation, theory and applied music if possible. In addition a good music history course would not be amiss. As yet music is not routinized to a cut and dried manner of presentation and may God forbid that it ever shall be.

Band and orchestra in the high school depends on the seeds the director has sown in the 7, 8 and 9th grades and in the elementary grades as well. This is true for the glee club and chorus but not to the same degree. The director of vocal groups must put more dependence in the rudimentary knowledge than in the changing voice but in these grades are the future musicians.

Too often we hear "I don't have a good band or glee club this year, all the talent graduated last year." It is too bad that our most experienced musicians must graduate, but that does not relieve the music teacher. The high school band, orchestra and glee clubs are not made in the high school. The successful high school organization is the result of work done in the Junior High and in the elementary grades. Take care of the music in the grades and there will be no worry over the high school groups. By the time these youngsters reach high school they need only systematic guiding; the high school group will be composed of players with one to three years experience—not finished musicians of course but on the road.

The wise superintendent and principal finds a place for the various musical organizations within the regular class schedule. In our high school we have four instrumental groups, five choral groups, and two theoretical courses; a total of eleven classes not counting the various instrumental class lessons and all of these are in the regular daily schedule. Not a single group meets after or before school except for some special rehearsal.

Music meets the seven cardinal principles of education, develops co-operation, co-ordination, and offers a general activity in a field other than athletics for those so inclined. The pupil receives the social value, development of personal talent, development of cultural tastes, general knowledge and appreciation of one of the finest, if not the finest, arts in the life of man.

I trust these words will incite a deeper interest in the cause of music in secondary education for no saying has ever been more true than "Every child is poor, without music."





Miss Bernice Beggs, Editor

### So Long 'Till Christmas

IS CHRISTMAS ever coming?  
I ask most every day,  
And mother always answers,  
"Yes, soon, now run and play."

But soon is such a long time,  
It seems a month or so.  
If only some good fairy  
Would make days quickly go.

Mrs. Ruth Frye,  
Shelbyville, Mo.

### Santa Knew

ONE DAY I went to the down town square  
And would you believe it, old Santa was there!  
I wriggled my way right through the crowd  
And Santa saw me and bowed and bowed.

He smiled and patted me on my back  
"What would you like from my big pack.  
Cars and guns, do you think you'd like?"  
"Oh, no dear Santa, I wrote for a bike."

Then Santa laughed so very loud  
And so did the people who were in the crowd.  
In my letter I couldn't spell the thing,  
But Santa knew just what to bring.

Mrs. Ruth Frye,  
Shelbyville, Mo.

### The Fog

A GREAT BIG figure that looks like a bat  
But dressed in white and spread out flat,  
Comes down the river and round the bend.  
The clouds go away, and the sun grins in;  
And quick as a flash, just like that,  
The fog runs off, the 'fraidy cat.

Helen Welch, De Soto, Mo.

### Jack Frost

I WISH THAT I had been awake  
When Jack Frost came last night;  
Or that the darling elf had stayed  
Until the morning light.

For I should like to see him paint,  
His pictures on the pane;  
The castles, trees and frozen brooks,  
The snow clad hill and plain.

I'd like to hear his jolly laugh  
When all his work is done,  
And he starts out with paint and brush  
Upon his homeward run.

Ada Clark, Grant City.

### The Giant Baker

SIFTING FLOUR from a monstrous sieve  
The Baker up in the sky,  
Is surely making good things to eat  
When he piles his flour so high.

No mixing bowl he uses at all  
For his fluffy frostings white.  
I'd wish for a mouth as big as the moon  
If the Baker offered a bite.

Some people say the snow's coming down  
When his flour flies in the air  
But he must be shaking his apron  
And spilling flour everywhere.

The moon is the Baker's cooky,  
And the sun's his giant cake  
The stars are just the little tarts  
That the Baker likes to make.

Mrs. Ruth Frye,  
Shelbyville, Mo.

### Sunshine and Whiskers

THE SUN came up one foggy day  
With whiskers on his face  
An' grunched about an' in an' out  
An' nearly every place.

He wouldn't smile a single bit,  
Not even just for fun.  
He wanted to grouch, the stubborn slouch,  
An' scold at every one.

The wind, it mixed some lather up  
An' smacked it on his chin;  
An' then, by Jo, first thing you know,  
His face's all agrin.

But he's alright, he's just like dad  
With all his whiskers on;  
He grouches 'round all over town  
'Till they're shaved off an' gone.

—Clifton Cornwell,  
Kirksville, Mo.



# REPORTS OF COMMITTEES FROM PROCEEDINGS OF THE 1934 CONVENTION OF THE M. S. T. A.

## REPORT OF THE EXECUTIVE COMMITTEE

By Henry J. Gerling, Chairman, St. Louis

The Constitution of this Association makes it the duty of the Executive Committee to give to the Assembly of Delegates annually a report of the activities of the Association during the past year and of the Committee's recommendations for the current year. As Chairman of the Executive Committee, it is my privilege to bring you that report.

While I regretted to state to the Assembly, both last year and the year before, that in many respects the Association was following the downward trend of things in general throughout the nation, I am glad to announce that this trend now apparently has been changed into one in the opposite direction. Evidence of that change will be manifest in the subsequent sections of this report.

### Finance

At no time since the beginning of the present world-wide depression has it been necessary for the Association either to borrow money or to postpone payment of its obligations. Despite greatly diminished revenues, almost a perfect balance between income and expenditures has been maintained, without lessening the usual and essential activities of the organization. This balance has been the result of the exercise of great care by all who have in any way been responsible for financial commitments.

It should be noted in this connection that in many respects the exigencies of the last two years have imposed unusual financial burdens on the Association. While ordinarily each General Assembly meets only once, the Fifty-Seventh General Assembly held two lengthy sessions, at both of which the Association sought legislation that would provide additional revenue for schools. A rather unusual amount of necessary expense was incurred by the committees working for this legislation, especially by the Legislative Committee and the Committee on Emergency in Education. It was possible to meet this additional expense only by curtailing the expenditures usually made for other purposes.

It is gratifying to note that this additional expense was not incurred in vain. The merchants' occupation tax, usually referred to as the sales tax, which was imposed by a law enacted at the last session of the General Assembly, apparently will yield approximately four million five hundred thousand dollars during the first years of its operation. One-third of the amount the tax yields will go into the state school moneys fund. The addition of one million five hundred thousand dollars to the fund that goes for the support of public

elementary and secondary schools is no small achievement. Moreover, from the other three million dollars which the tax seems likely to yield comes a part of the money used to support our other educational institutions.

It is a pleasure to report that the financial outlook of the Association for the current year is brighter than it was for either of the last two years. The income from all the usual sources of revenue is now on the upward trend, but the improvement is not such as to remove the necessity for a careful husbanding of resources.

For further information relative to receipts and expenditures during the last fiscal year, the present financial status of the Association, the estimated receipts for the current year, and the Executive Committee's recommendations for expenditures, I refer you to the financial statements and proposed budget now in your hands.

### Reading Circle

One of the usual sources of Association revenue is the reading circle. While the margin of profit on the books sold is very small, a large volume of sales makes the sum total of that profit considerable. The rapid decline in sales from 1929 to 1933 roughly a fifty per cent decline, brought the volume of sales to a point where the total profit was negligible. There was an upward trend in sales during the last fiscal year, however, a trend that brought the total sales to a point more than thirty percent above the sales for the preceding year. The upward trend is still manifest. The sales during the first four months of the current fiscal year have been greater than during the entire fiscal year ending June 30, 1933, and almost as great as the sales during the entire fiscal year ending June 30, 1934.

This increase in sales has been due, in part at least, to the fact that textbooks as well as library books have been offered for sale since August, 1933. The increase in the volume of textbook sales during the fifteen months since the first textbook order blank was issued seems to indicate that the sale of textbooks may ultimately exceed in volume the sale of supplementary books. Apparently this new venture of the Association is recognized by the people connected with rural schools as a genuine service. Otherwise, the textbook business would not have grown as it has during the last fifteen months.

I would like to take the liberty to say at this point, the Association is indebted to its permanent officers, first for the idea of having these textbook sales made. They were

the ones who originated the plan and organized it. And, secondly, I wish to say we are greatly indebted to our publishing houses for the hearty way in which they have cooperated to make it a success. It has been a genuine expression of good will and has resulted in successful business, for which we are much indebted to Mr. Vaughan, Mr. Carter, Mr. Walker and the publishing houses.

### School and Community

Another of the usual sources of Association revenue is advertising in School and Community, for our official publication is not only the means used by the Association to carry messages to its members; it is also the medium through which those who have things to sell to schools and school people seek to popularize their offerings. The revenue from this source began to decline earlier and declined to a greater degree than the revenue from any other source. Moreover, evidence of recovery is less manifest in advertising receipts than in the receipts from any other revenue source. The peak of advertising receipts came during the fiscal year ending June 30, 1929, when the total from that source was almost seventeen thousand dollars. The decline has been steady ever since, until the opening of the current fiscal year. The decline to the close of the last fiscal year was more than sixty-three per cent. A twenty per cent increase in the amount of advertising carried by the first three issues of the magazine this year over the amount carried by the first three issues last year points to a possible upward trend in revenue from that source. One redeeming fact in this connection is that the cost of paper and printing declined along with the decline in the income from advertising, but the decline in cost was much less than the decline in revenue. It is significant also that a probable increase in revenue from advertising during the current year is accompanied by a certain increase in the cost of paper and printing. The additional cost of these items this year over the cost of the same items last year is approximately one thousand dollars. It is barely possible that the increase in advertising receipts will offset this increase in cost.

In an effort to render a greater service to the members of the Association, the practice of printing the rural school examination questions in School and Community was inaugurated in the fall of 1933. Because of some objections to this practice, the State Department of Education ceased furnishing copy for the printing of these questions about the middle of the school year. In order that the teachers who desired these questions might not be disappointed in not receiving the questions for the last two quarters through the pages of School and Community, the Association purchased copies of the questions and furnished them free of charge to all who re-

quested them. The questions are not being printed this year; and the Association has discontinued the practice of purchasing them for teachers.

A rural school department, added to School and Community at the opening of the last school year, is being continued this year. At the opening of the current school year another new department was added, the heading of which is "Little Folks' Poetry Pack." It is hoped that these two departments are meeting with favor.

### Enrollment

While Association membership never declined to the same extent as did advertising and Reading Circle sales, there was a loss in membership of approximately three thousand from June 30, 1930 to June 1, 1934. This was a decline of approximately thirteen per cent. The number of enrollments reaching Association headquarters before this meeting points to an upward trend in enrollment for this year. At this time last year, the number of enrollments that had reached Association headquarters was slightly in excess of fifteen thousand. The number this year is in excess of fifteen thousand five hundred. These numbers do not include enrollments from St. Louis, Kansas City and St. Joseph, which are not reported to Association headquarters until after the annual meeting. It seems probable that the total number of enrollments this year will exceed the total number last year by at least one thousand. While this increase is encouraging it is not what it should be. The right sort of professional spirit on the part of all Missouri teachers would bring a one hundred per cent enrollment from everywhere every year. That is the goal towards which we should constantly strive.

### Group Insurance

The group insurance sponsored by the Association is barely holding its own in membership. The failure of Missouri teachers to take advantage of this insurance in greater numbers is probably due in part to a lack of information relative to comparative rates and the type of insurance offered. In an effort to overcome this obstacle, a rather extensive advertising campaign has been inaugurated recently. It is hoped that during the current school year at least one thousand new members may be added to the M. S. T. A. insurance group.

### High School Tuition

One of the most troublesome problems confronting the Association during the last two years has grown out of the provision in the 1931 school law for the payment of the tuition of pupils living in districts which do not maintain high schools and attending school in districts which do maintain high schools. The difficulty has arisen because of the failure of

the state to meet in full its share of the high school tuition obligation. The General Assembly has made two deficiency appropriations for this purpose, but so far only half of the first appropriation has been paid, and none of the second. School authorities in the districts having large unpaid tuition balances naturally have been restive, and the consequent demands on the Association for efforts to bring about payment have been urgent and have entailed considerable expense. Moreover, in a tuition case brought before the Supreme Court a decision was rendered last June which seemed to school people considerably at variance with the provisions of the law. Consequently, the Association joined in a successful effort to obtain a new hearing of the case. Upon rehearing, a decision was rendered which seemed much more in harmony with the provisions of the law, as school people understand those provisions. Attorney fees in the case, however, added another item to the expense of the Association. The matter of high school tuition is still unsettled, and we must look to the General Assembly to find a way out. Obviously, the best way out would be for the state to meet in full its obligation under the school law passed in 1931.

#### Higher Salaries for Teachers

At the meeting of this Association in St. Louis last November, the Fact-Finding Committee presented to the Executive Committee a report of a comparative study made of school finances, school tax rates, and teachers' salaries for the school years 1929-30 and 1933-34. The conditions revealed were alarming, especially with respect to reductions in teachers' salaries and failure to pay the salaries promised. In some cases the salaries promised teachers for the school year 1933-34 were as low as \$25.00 per month. The Executive Committee directed that the report be mimeographed and placed in the hands of the members of the General Assembly, then in session in Jefferson City. This was done, and

copies of the mimeographed report were sent to all county and city superintendents in the State. Later, with some modifications and additions, the report was printed by the Central Missouri State Teachers College, largely through the efforts of Miss Pauline A. Humphreys, President of this Association. The March, 1934, issue of *School and Community* carried an article by one member of the Committee, supplementing the report with data relative to particular classes of schools. The publicity given the facts relative to teachers' salaries doubtless was largely responsible for rather general increases in teachers' salaries last spring. While the increases were not large, they were significant in that they marked a change from a downward to an upward trend in salaries.

#### Other Work of the Fact-Finding Committee

A report of the Fact-Finding Committee, given to the Executive Committee yesterday, indicates that the Committee now has under way some very significant studies in connection with the financing of the 1931 school law. We are advised that these studies are not yet far enough along to justify the giving out of data, but that the Committee's findings will be available by the time the General Assembly meets. We shall await those findings with interest.

#### Conclusion

Finally, the Executive Committee desires to urge upon the members of the Assembly of Delegates, and through them upon all members of the teaching profession in Missouri, the necessity of continuing unabated the efforts which the Association has been putting forth to improve school conditions in Missouri, as they affect both teachers and pupils. The best way to accomplish our purpose is to enroll in our ranks every member of the teaching profession in Missouri, and imbue every member with the zeal of a crusader for the cause of better schools. Let that be our aim.

### REPORT OF LEGISLATIVE COMMITTEE OF THE MISSOURI STATE TEACHERS ASSOCIATION

The Legislative Committee of the Missouri State Teachers Association begs leave to submit the following report:

Since the last meeting of the Missouri State Teachers Association there has been little school legislation. Therefore, this report looks largely to the future.

1. The Committee transmits to the State Association the report of the Committee on Sources of Larger Revenue with its full approval. This report reads as follows:

The Committee on Sources of Larger Revenue recommends the following:

A. That we reaffirm our report of the 1931 school law, but that until revenue suf-

ficient to finance adequately the 1931 school law has been provided, a special emergency fund should be created from some new or added revenue to be used in keeping open for the legal term those schools that otherwise would be closed short of the legal term of eight months.

B. While the Missouri State Teachers Association should not commit itself in advance of the meeting of the General Assembly to the support of specific revenue measure, it urges such a legislative program of taxation as will adequately finance the 1931 school law. In certain states, all or a major part of new or added revenue has



been set aside for the support of public education. Therefore, we recommend that this policy of apportioning funds from new and added state revenue be followed in Missouri in order to finance the 1931 school law.

C. That we recommend that there be no reduction at this time in the rate of the state general property tax of five cents on the \$100 assessed valuation.

D. That the Committee on Sources of Larger Revenue study the variable or indefinite levy on general property, income and sales which recently has been adopted by a number of states to finance a certain state program for schools and report their findings to the Legislative Committee on or before January 1, 1935.

2. We favor immediate legislation for the purpose of unifying the administration of all our state institutions of higher learning, but believe that the plan for such unification should be initiated by the State Educational Conference.

3. We favor as an ultimate goal the unification of our public school system and our state institutions of higher learning under one State Board of Education.

In connection therewith, we favor the appointment of the State Superintendent of Schools by the State Board of Education, the creation of larger administrative and supervisory units in which the State Board of Education will have power to appoint administrative officers and assistants who shall be paid from state funds, and we favor higher qualifications and more adequate remuneration for county superintendents of schools. We suggest that the qualifications be at least a Bachelor's Degree and fifteen hours of graduate study in education.

4. We favor such changes in the laws for certification of teachers as will vest that authority in the State Superintendent of schools.

5. Since the financial support given by the state to its State University is wholly insufficient to maintain an institution consistent with the wealth, population, and importance of the great commonwealth of Missouri, we urge that the 1935 General Assembly of the State provide liberal and adequate revenues

for the support of a state university, state teachers colleges, school of mines, Lincoln University, and all state educational institutions.

6. The Committee recommends the enactment of laws giving to the State Auditor adequate power to enforce the efficient collection of all types of taxes both current and delinquent.

7. The Committee favors the establishment of a teachers' retirement fund and recommends the re-submission to the voters of the state of an amendment to the constitution of the state removing the restriction on the establishment of such retirement fund.

8. The Committee recommends that no amendment be made to the school law of 1931 except minor ones such as are necessary to clarify the section relating to the payment of high school tuition by the state and to the payment of transportation by the state and to the regulation of transportation of pupils.

9. The Committee recommends that the Executive Committee authorize a complete survey of the emergency needs of public schools in order to continue an eight-month term of school in all districts and that a report of these findings be made to the Executive Committee and to the Legislative Committee to be presented by these committees to the state administration and the General Assembly.

10. The Committee recommends that more adequate state support be provided for districts that must educate large numbers of orphans.

11. It is further recommended that the Association pledge its full support to and cooperation with Honorable Lloyd W. King, the State Superintendent-elect, in any program that he may plan for the improvement of education in the state and that the Association further pledge its full support to and full cooperation with the Governor of the State and the state administration in its program for increased support for public education in the state.

Very respectfully submitted,

Legislative Committee of the

Missouri State Teachers Association

By George Melcher, Chairman

## REPORT OF COMMITTEE ON RESOLUTIONS

To the Assembly of Delegates of the Missouri State Teachers Association, Kansas City, Missouri, November 8, 1934, we, your Committee on Resolutions desire to submit to you the following report.

### BE IT RESOLVED:

1

That the regular session of the General Assembly of the State of Missouri, which is to convene in January, 1935, be urged to pass such legislation as is necessary to secure the revenue for the State to assume its full obligation to the public school children as pre-

scribed by Article XI, Section 1: "A general diffusion of knowledge and intelligence being essential to the preservation of the rights and liberties of the people, the General Assembly shall establish and maintain free public schools for the gratuitous instruction of all persons in this State between the ages of six and twenty years." This obligation of the State is now expressed in the 1931 School Law. Moreover, we recognize the fact that students in our higher educational institutions are being seriously handicapped because of inadequate support accorded these institutions.

## 2

That we recognize the loyalty, devotion and sacrifice which has been characteristic of our teachers during the present economic crisis, but we recognize also that it is inevitable that insecurity of tenure, short terms, and lack of adequate compensation constitute a major hazard of immediate character to the children in the schools and a great menace to the well-being of the State.

## 3

That the Missouri State Teachers Association recognize that the interests of the children and the welfare of the State demand the establishment of a Department of Research, Service, and Information in the School of Education at the University of Missouri. A well-organized bureau would be able to keep in constant contact with scholars and experts in the fields of taxation and legislation and could offer information and advice, at all times, to the officers and members of the Association as well as to render a much needed service to the public schools of the State.

## 4

That we recognize the desirability of a closer coordination and cooperation among the public higher educational institutions of the State. The plans for such cooperation should be initiated by experts in the field of educational administration who are familiar with the functions and needs of the several institutions.

## 5

That, inasmuch as there has been considerable publicity both of a state and national character purporting to present to the public facts concerning a large over-supply of teachers everywhere, we desire to call attention to the fact that at the present time in the State of Missouri there are 6,105 teachers in elementary schools whose preparation is less than 60 hours of college credit. This is a percentage of 24+ of all of the teachers in the State including elementary and high schools. If county certification were abolished and the State Department issued only emergency certificates there would not be an over-supply of qualified teachers, provided the sixty-hour level be made the minimum basis for any new teacher entering the profession.

## 6

That we approve the provisions made by the Federal Emergency Administration for the extension of educational opportunity providing for adult education and downward to provide for nursery schools.

## 7

That, in view of the fact that children are barred from engaging in industry, we favor school terms extending throughout the year. Obviously there should be suitable vacation periods for recreation and travel. Moreover, important curricular changes will be made necessary as a result of the extended term.

## 8

We believe that the concentration of wealth in certain sections of the country makes it imperative that the federal government make

provision for equalization of educational opportunity among the 48 states and territories. We urge that an adequate equalization fund be appropriated by the Congress of the United States as recommended by the National Emergency in Education.

## 9

That we express our appreciation to all persons and organizations in Kansas City which have contributed to the success of this series of meetings.

### A REPORT OF THE NECROLOGY COMMITTEE

Willard J. Graff, Chairman,  
Superintendent of Schools, Butler, Mo.  
**T**HE TEACHER DEALS with yesterday, today and tomorrow.

This morning we pause for a moment, at the first deliberation of this great convention, to think of those comrades of yesterday, rather than the yesterday which they served. To our minds comes the memory of people, who but a short time ago lived and shared with us in their labors. We think of them as colleagues, as acquaintances or as friends, who have radiated warmth and inspiration from the torch which they carried. Our task has been lightened, but made more challenging, because of their examples and their ideals. Their passing leaves an empty space in the hearts of friends, and a vacant place in the ranks of our great body, but their immortal influence abides forever and their work must be carried on. Only by our constant and unwavering faith in the vision which they held can our civilization be kept from wandering from the road. The torch which fell from their failing hands has been inherited by you and me and this torch need be used to illuminate a road that is ever widening, one which has yet to be traversed by countless thousands of little children.

This morning we lift our eyes to a new horizon, one that has been changed by their departure. A new vista with new responsibilities beckons to us in the distance. I know that by capturing the vision and furthering the task which was theirs we do them honor and will start a song of tribute that will be sung throughout eternity.

And so in solemn memory of these departed ones and in sincere reconsecration to the completion of the task which was theirs and now is become ours I ask that you stand with me for one silent, meaningful moment.



## In Memoriam

**The following teachers have died  
during the year 1933-1934**

- |   |                                    |
|---|------------------------------------|
| Adams, Ruth L., Keltner                 | Judd, Jesse A., Eagleville         |
| Anderson, Mrs. Blanche, Ozark           | Kelly, Kate E., St. Louis          |
| Barrington, Carrie, St. Joseph          | Kelsey, Sidney, Kansas City        |
| Bolen, Bettie, St. Joseph               | Kinyon, Mrs. Mary I., Poplar Bluff |
| Brachvogel, Madeline, St. Louis         | Knox, Eloise, Kansas City          |
| Bristol, Eloise, St. Louis              | Lewis, Eva, St. Louis              |
| Brown, Mrs. E. B., Warrensburg          | Looney, Inez, Springfield          |
| Bruffey, Mattie, Springfield            | McGlathery, Sallie, Kansas City    |
| Carroll, Agnes I., St. Louis            | Machen, Zora, Malden               |
| Carroll, Susie G., St. Louis            | Malone, R. N., St. Joseph          |
| Carter, Amy, Carthage                   | Manning, Mrs. Emily, Naylor        |
| Cockrell, E. R., Fulton                 | Matson, Penn, St. Louis            |
| Culver, Mary D., St. Louis              | Morerod, Harold, Harwood           |
| Curtis, Lina N., Jasper County          | Morris, Elizabeth T., St. Louis    |
| Dake, Chas. L., Rolla                   | Myers, Hilda, Queen City           |
| Deneke, S. F., Fredericktown            | Nathan, Albert, St. Louis          |
| Denning, R. L., St. Joseph              | North, Mary, St. Louis             |
| Dover, Mary V., Columbia                | O'Rear, M. A., Springfield         |
| Downing, Mabel E., Joplin               | Parks, Dr. James Lewis, Columbia   |
| Duffy, Margaret, St. Louis              | Peabody, Elsa Frances, Kansas City |
| Eddy, Gertrude, Craig                   | Ponder, Addie, Charleston          |
| England, N. R., Exeter                  | Rand, Zelma Spaulding, Bolivar     |
| Farrell, Allease, Gerald                | Rau, W. A., Flat River             |
| Gladbach, Mary C., Brookfield           | Richardson, Izel Swope, Mound City |
| Godwin, J. F., Forbes                   | Ritter, A. C., St. Louis County    |
| Griswold, Lizzie, St. Joseph            | Robinson, Oletha, Braymer          |
| Grocott, W. H., St. Louis               | Robnett, Frances D., St. Louis     |
| Hacke, Virgil G., Carlinville, Illinois | Smith, William B., Columbia        |
| Hamilton, Orville, Barton County        | Speece, Aura Belle, Carthage       |
| Hammond, Edith, St. Louis               | Stanton, Elizabeth, Faucett        |
| Hamring, Augusta, Maplewood             | Stuhlman, Ted, Robertsville        |
| Harwood, Mayme B., Warrensburg          | Suhrie, Eloise, Warrensburg        |
| Harrison, Mrs. W. E., Horton            | Swindell, Herbert, Advance         |
| Hinchey, Allan, Cape Girardeau          | Tripp, Dessa Crouch, Aurora        |
| Holmes, R. V., Nevada                   | Tuemler, Mary, St. Louis           |
| Howe, Jennie C., Kansas City            | Vavra, Minnie A., St. Louis        |
| Hussey, F. N., St. Louis                | Webb, Walter F., Thomasville       |
| Hutcheson, Nancy, Neosho                | Wells, R. A., Parkville            |
| Jefferson, Harriett L., Kansas City     | Whitney, Maud M., Kansas City      |
| Johnson, Mrs. Bess, Alton               | Williams, Ida, Clinton             |
| Johnson, Daisy, Bolivar                 | Woods, Mrs. Emma, Anderson         |
| Johnston, Col. T. A., Boonville         | Work, Elizabeth, Kansas City       |
| Jones, Virginia, Kansas City            | Wilcox, Walter E., St. Louis       |

Nov. 8, 1934

## REPORT OF COMMITTEE ON TEACHERS SALARIES AND TENURE OF OFFICE

Dr. A. G. Capps

**I**N THE FIRST place I wish to say to this group that it so happens in the State of Missouri that the data we are desirous of gathering to report to this meeting, that is the data for the current year, does not become available until some two or three weeks after this meeting. We depend upon the high school directory of the State of Missouri for our current data. But I am going to read to you briefly now a report that we have prepared.

We regret very much that we have not been able to gather together the data necessary to make the usual comparative studies of salaries and tenure that we have reported for a number of years. However, we wish to report that in general there has been a strong tendency in the state for Boards of Education to hold the present salary level and in a great many places we find appreciable increases in salaries.

salary increases were reported to the Association headquarters the facts were mimeographed and mailed to boards of education and other school officials. It is known definitely that this publicity on salary increases brought about a great many more increases.

### Some Comparative Data on Salaries

We have collected and systematized some data on salaries in Missouri for the years 1929-30 and 1933-34 that may be of interest to you. We have studied the salaries of those school people who remained in the same position during the five year period indicated above. A collation of these data is shown in Table I that follows.

The story is concisely told in the percentage reductions for the period for the different groups as indicated in Table I. The superin-

Table I  
Comparison of the Average Annual Salaries of Teachers Holding the Same Position  
with Those Not Holding the Same Position During  
1929-30 through 1933-34

Holding Same Position	Superintendents		High School Principals		High School Teachers		Elementary Teachers <sup>a</sup>	
	'29-30	'33-34	'29-30	'33-34	'29-30	'33-34	'29-30	'33-34
	\$2073	\$1510 <sup>b</sup> (27.16)	\$1360	\$992 (27.06)	\$1288	\$946 (26.55)	\$798	\$572 (28.3)
Not Holding Same Position	\$1867	\$1102 (40.98)	\$1230	\$784 (36.26)	\$1244	\$913 (26.60)	\$750	\$491 (34.54)

<sup>a</sup> Elementary school teachers in school systems in which the superintendent remained during the period, and in which the superintendent did not remain during the period.

<sup>b</sup> The figures in parentheses indicate the percentage reduction in salaries during the period.

I said to you that I had been reporting for a number of years and each year I have said that the salaries were less this year than before, and this is the first time in some six or eight years I have been able to say to you we have found tendencies for the people of the State of Missouri to find a little more money for the teachers, and we wish to report that fact to you.

By the way, it may not be amiss at this point to give credit for a great many of the salary increases in the state to the fine publicity work done last winter and spring by the officers in the headquarters of our Association. Last winter and spring as soon as a number of

tendents, high school principals, high school teachers and the elementary teachers in systems retaining their superintendents suffered approximately a 27 per cent reduction in the five year period. On the other hand those who did not remain in the same position suffered a reduction ranging from approximately 27 per cent to 41 per cent. However, it should be noted that for the high school teachers it made no difference whether or not they remained in the same system during the period. At this point we hasten to warn the reader that a number of other factors that may affect the situation have not been taken into consideration, for example, the size of town, and so on.

### Salary Reduction in the Rural Schools

The salary reduction in the rural schools of the state for the period 1929-30 through 1933-34 averaged 33 per cent. The median salary in 1929-30 was \$76.28 and in 1933-34 was \$51.31. In six counties in the state the rural teachers' salaries averaged less than \$40.00 a month. In three counties the reductions have been as much as 50 per cent. In general 93 per cent of the rural teachers were promised less than \$640.00 annual salary or only a little more than \$12.00 a week for their services.

### Pay of Teachers' Salaries by the Federal Government

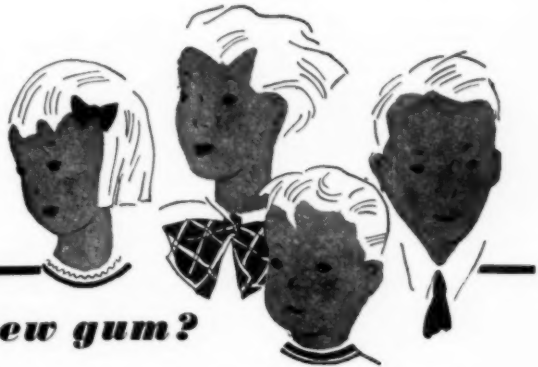
In a great many of our schools the only factor that kept the schools open and kept the teachers from starvation was the help received from the Federal Government. It is well for us to keep in mind that approximately \$500,000 in teachers' salaries were paid by the Federal Government because of lack of funds in the local districts. As to the plan to be followed by the Federal Government for the current year the Committee has not been advised to date.

### Some Principles Regarding Teachers' Salaries

Last year we presented some principles regarding teachers' salaries and we again present some of the more important ones for your consideration. These principles follow:

1. All the children of all the people have the inalienable right to full time schooling at any sacrifice.
2. Our teachers are willing and ready to stand their just share of the sacrifice of maintaining free schools for the children of our Democracy.
3. Our teachers have a right to live respectably twelve months in each year, therefore, their salaries should be adjusted to an annual basis of respectable living for them.
4. Contracts with teachers are as sacred as contracts with holders of bonds against the school district.
5. The teaching profession has the right to present through its regularly organized agencies its salary situation to the public.
6. When revenues are available for increasing salaries, fair and equitable adjustments should be made.
7. It seems to the Committee that the lowest paid teachers in Missouri should receive during the present depression at least as much as the lowest wage paid unskilled labor under the NRA plan.

(Signed) A. G. Capps, Chairman  
B. M. Stigall Fred B. Miller



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# OUR RURAL SCHOOLS

By Miss Ada Boyer

## A New Ideal of Work

**D**URING THESE TRYING times, a new phase of life has entered the teacher's world. If your interest in your work and in the future of your people is great enough, you will see this need and meet it as teachers have ever met the needs of their times. This is the need of a New Ideal of Work.

Long have we known the child starved for beauty and knowledge; just recently we have learned what it means to face the well-nigh unbearable sight of white faces revealing the hunger of pitiful bodies. "Give us this day our daily bread" is no longer a meaningless phrase, but a heartbreaking reality. To many of these hungry children, the only glimpse of encouragement and inspiration must be brought by the teacher. Before us lies the need of showing them that life can offer better things than starvation and meager clothing. We can offer no panacea for ills of humanity; we can write no impassioned pleas, pass no radical legislation; but we can teach that there is work and plenty for the man or woman who can turn a willing hand to any task. We can bring so much enthusiasm to these daily demands upon us that our pupils will catch the spirit of work well done. "Work that springs from the heart's desire, Setting the brain and soul on fire."

There are very few of us rural teachers who have not learned the value of work of the hands, for most of us can wash and mend and cook and clean. Why should we not pass on to our pupils the joy and need of physical labor? No finer thing can be said to pupils than this:

"Certainly I have what you call an education, but since it was given to me by society, I owe something to society and that something is willing service whether it be of my brain or my hands. The education I have is worthless if I cannot work hard enough to make my dreams come true. Plans without work are valueless. When there is a woodbox to fill, fill it; when there is a cow to milk or hogs to slop, do that and do it right; wash dishes and make beds in the same way you get your lessons; do your work without grumbling, and without slighting it. Knowing how to work well is as much part of education as writing or reading. Education is learning to use fine, strong hands and clean, strong minds."

They do not know—these children of de-

pression parents—they do not know men get no farther than a pauper's grave by sitting on the store porch or standing on street corners. Teach them even a depression world offers work for the men and women who are willing to work, whether the job be raking a yard, digging a ditch, trundling a wheelbarrow or scrubbing a floor. Any work is high honor; sitting idle is dire disgrace. Haven't we nearly forgotten that idleness and accepting charity are disgrace? We dare not mention charity now, for this will only antagonize those whom we wish to reach; but we can teach earnestly that work is the biggest blessing life can offer us.

Should we not, in a time like this, be thankful for a Master Teacher who could drive a carpenter's plane? What an example He was of an intelligent man using his fine strong hands even as He used his superior mind! He could never have become the great power for good had He not known what it meant to do the task nearest at hand. The world today, as always, demands the practical hard-working person with the well-trained mind. Education is nothing without the ability to meet the physical demands made upon us; nor is there a place where physical demands will not be made. The person who has never learned to work with his hands is far more maladjusted than he who has never learned to use his brain; the one who scorns the work is far more ignorant than he who is illiterate. Gutterman has said, "Education is making men." Perhaps we have been thinking "Education is training them to avoid work." The sooner we depart from this latter idea, the sooner shall be our return to normalcy in our economical and political affairs.

No one can help more in this return than the army of young teachers who are really the bearers of this new ideal in education—the ideal of work. Young teachers! How fine they are as they give up college and go out to teach, perhaps to send their younger brothers or sisters to get part of what they have gained! Watch them as they send home part of their meager pay checks to help others! Notice how uncomplainingly they face the difficult business of making a school out of little besides pupils, benches and teacher! If you are one of them, be proud to belong to such a group; and if you also belong to those



who have known hard physical labor, why not pass the inspiration of such work on to the pupils? If you hold your place today because you worked your way through school or because you did your share at home, or because you stood high in your classes, pass the lesson on to them. They need your ideals of work far more than they need your training in art, music or literature.

Too long we have praised the child who was a good student; too long we have made a shining light of intellectual superiority. Surely now is the time to show there is need of something more than the intellectual in our lives. To be properly educated a person must know the thrill of spiritual exaltation, the peace of moral stability, the delight of mental accomplishments, and best of all, the joy of physical labor. Have we made our boys and girls see that raising a garden can be just as soul-satisfying as translating the works of great authors? Have we taught them that mending the fence is as necessary as correct English? Have we given to them a fine scorn for idleness which will make them desire to work as willingly with their hands as they do with their brains? If not, we have failed to give them something that would complete their lives.

One has only to drop into our public libraries on any day in the year to see our group of dreamers reading fiction while on the street the man with skilled hands trundles a wheelbarrow. Do you know that many of our jobless are omnivorous readers? In the

park is a line of benches and the college men are there in great numbers. We wonder why they are there. The wonder is that the man who can work with his hands is there. We have taught well the value of reading, and then we have offered our pupils little beside fiction—fiction! the stuff from which day-dreamers are made! Do you remember your high school reading list? How much of it was not fiction? There is a slow change being made and it will include more non-fiction, but we are slow to acquire new material and meanwhile we go on feeding a mass of day-dreaming material. The ones who have learned elsewhere beside in school that work is necessary for a full life are the fortunate ones. And that is the ideal of education we must give to our coming citizens.

These pupils of ours will be farmers for the most part; all of them will be homemakers or have a part in some home. Our job today is to show them that the world needs the woman who can wash and iron, mend and bake, clean a house and care for children; the world needs the man who can repair a fence, hang a gate, build a barn or mow a meadow. Surely there is no higher ideal for our pupils than the ideal that will lead them to work hard with both brain and hands.

"No man is born into this world but that his work is born with him, And tools to do that work." These tools are two hands and a ready brain. Does it not seem that boys and girls should know this?

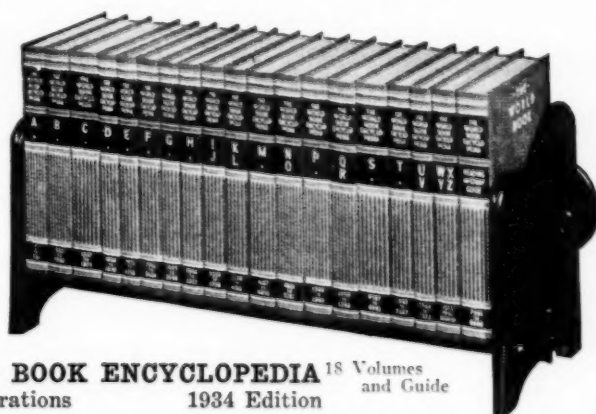
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## NEWS NOTES

### TO EDUCATORS INTERESTED IN ELEMENTARY SCIENCE AND NATURE STUDY

The Elementary Science Section of the Central Association of Science and Mathematics Teachers is a comparatively new organization.

The third meeting of this section will be held in Indianapolis on Friday November 30, 1934 at 1:30 P. M.

Educators such as teachers of elementary science, principals of elementary schools, supervisors of elementary science and nature study and other school administrators who are interested in developing a science curriculum in the elementary schools will find this section is a place where the problems in the field of elementary science are presented and discussed, new ideas are given and improved technics and methods of presenting science to children etc.

Attend this meeting this year if possible:—\$1.50 includes membership dues and three copies of the official publication, the magazine, *School Science and Mathematics*.—\$2.50 includes membership dues and one year's subscription to *School Science and Mathematics*.

Send membership dues to:

W. F. Roecker, 3319 North 14th Street, Milwaukee, Wisconsin.

### THE NATIONAL COMMERCIAL TEACHERS' FEDERATION

The thirty-seventh annual convention of the National Commercial Teachers' Federation will be held in the Stevens Hotel, Chicago, Illinois, December 26, 27, 28, 1934.

The hotel is the largest in the world and is capable of administering to the comfort and convenience of its guests in every important respect.

Those of you who attended the National Educational Association which met at the Hotel Stevens last year will appreciate the truth of this announcement.

Dr. Hull of Philadelphia, the president, announces that a more complete and elaborate preparation has been made for the entertainment and enlightenment of our commercial teachers than at any previous meeting.

Unusually low round-trip railroad rates will be in effect and a large attendance is expected.

The teachers of Missouri are hereby most cordially invited to attend this convention.

### SIKESTON CALLS "VETRANS" TO THE COLORS

Superintendent R. V. Ellise, of Sikeston had an idea. The School Board approved it. The result was that on November ninth, the school was turned over for one quarter of a day to the former teachers of the system who are now living in the city of Sikeston. At two-thirty the Hon. R. E. Bailey, now a prominent attorney, resumed the duties of Superintendent of Schools, a position which he filled from 1907 to 1912, immediately preceding Mr. Ellise; Attorney Geo. W. Kirk who served under Mr. Bailey as high school principal stepped into his former position and so with four or five high school teachers and some nineteen or twenty grade teachers. Mrs. Anna Winchester, a primary teacher, held the record of having served in the longest time past. She was in service there forty-six years ago.

We are not in possession of the details of the program, but it is safe to say that the net result was an abundance of fun, the recalling of many happy memories, and some serious thought toward the progress of the school, its needs and its future.

### Missouri Council for the Social Studies Formed at Kansas City M. S. T. A. Meeting.

At the business meeting of the Social Studies Department of the Missouri State Teachers Association at Kansas City on November 9, 1934, was formed the Missouri Council for the Social Studies. Plans have been made to continue publication of the Missouri Social Studies Bulletin under the editorship of Julian C. Aldrich of Webster Groves. Several activities have been planned, details of which will be published in coming issues of the Bulletin.

W. Francis English of Carrollton was elected President of the Missouri Council. Other officers are: Miss Edith Barnett, Kansas City, Vice-President; Dr. Guy V. Price, Kansas City, Secretary-Treasurer; Dr. L. M. Short, University of Missouri, Geo. Vossbrink, Maplewood, Prof. C. H. McClure, Kirksville, and Wm. Birr, St. Louis, Members of the Board of Control.

All teachers interested in the social studies should send the membership fee of fifty cents (which includes a year's subscription to the Missouri Social Studies Bulletin) to the Secretary-Treasurer of the Missouri Council for the Social Studies, Dr. Guy V. Price, Teachers College, Kansas City.

Hallie Burton Lair, former County Superintendent of Davies County, expects to receive her B. S. in Education from the Kirksville State Teachers College at the close of the first term.

Through some misunderstanding of the reason for their display, a number of high school annuals were taken from the booth in Convention Hall which the Kansas City Teachers' Club used during the recent State Teachers Meeting. Since these annuals were permanent files, and the only copies the schools had, their return would be greatly appreciated. They may be returned to Miss Hattie H. Gordon, 5616 Wyandotte, Kansas City, Missouri.

#### PROFESSOR ROSS ALBERT WELLS DIES

Ross Albert Wells, since 1912 head of the Department of Mathematics and Astronomy at Park College, died at Research Hospital, Kansas City, Missouri, October 8. Professor Wells was a native of Ohio and received his education at Franklin College and the University of Michigan. Previous to his work at Park College he had served in the public school system of Ohio, was Professor of Mathematics at Bellevue College, and Professor of Mathematics and Physics at Westminster College, Fulton, Missouri. He has also served for several years on the staff of the Summer School at the State Teachers College, Warrensburg, Missouri. During the interval of 1920 to 1922, he was Associate-Professor of Mathematics at the State Normal School at Ypsilanti, Michigan. From 1918 to 1920, he also served as Dean of Park College.

Professor Wells was a member of the Mathematical Association of America, American Mathematical Society, American Association of University Professors, and also was treasurer of the newly organized Missouri Academy of Sciences.

Professor Wells was an exceptionally gifted teacher, and has made a definite contribution in the field in which he worked.

The academic year of 1934-35 at Park College began on September 18, with an increase in enrolment of 11% plus. The total enrolment is 500, the maximum enrolment. The following new appointments were made in the teaching staff: Mr. Allen LeRoy Bowe of Canton, Ohio, instructor in English. Mr. Bowe's graduate work was done at Yale University and Princeton University.

Constantine Bila, Professor of Spanish and Greek. Professor Bila has his doctor's degree from the University of Paris.

Rev. Henry Edwards Chace of Danville, Indiana, Director of Religious Activities and College Preacher.



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At Centralia, an Annual Declamatory Contest is sponsored by the Mid-Week Club. Prizes, headed by a gold medal, are given to the winners. This year the contest was held on November 27th. The Columbia High School Orchestra, headed by Verdis Mayes, furnished the music.

Salisbury High School, under the direction of the dramatics and music departments, gave the assembly program at the Glasgow High School recently. Glasgow will return the favor to Salisbury.

White Franklin, a rural school north of Monroe City, with an enrollment of nineteen pupils attained a perfect record for attendance and punctuality for the first quarter of the school term. Miss Mabel Haydon is the teacher.

Vandalia is organizing a Junior Shakespeare League for the purpose of developing expression and dramatics among the pupils of the grade and junior high school. The work will be directed by Miss Martha Alexander of Mexico.

### Esther Building Burns

The primary grade building at Esther was burned to the ground on the night of November 20th and Miss Nellie Humphrey, a teacher, and Mr. George Winger, a member of the board were severely burned. The damage was estimated at \$35,000, of which amount, \$23,500 is covered by insurance.

Three rural schools in Moniteau County recently staged an all-day contest. They were the Van Pool, Pluck and Harmony schools, taught by Miss Letha Sybert, Miss Kathryn Hickox, and Archie Reichel. County Superintendent J. P. Kay acted as judge, assisted by Miss Mildred Allen and Miss Hester Baker. Contests were held in music, reading, arithmetic, spelling, art and athletics.

Dr. Harry E. Crull of Chicago, has been appointed professor of mathematics and astronomy at Park College, Parkville, Missouri, according to announcement made by W. F. Sanders, dean of the College. Dr. Crull will fill the vacancy created by the death of Prof. R. A. Wells. Dr. Crull received his bachelor of arts degree from the University of Illinois at Champaign in 1930, the master of arts degree in 1931, and his doctor of philosophy degree in 1933, from the same institution.

R. W. House who has had charge of the schools at New Franklin has accepted a position as elementary supervisor for the Jefferson City system. He takes the position left vacant by Dr. Ira H. Young who has accepted similar work in the St. Joseph schools.



### EDUCATION THROUGH NEWSPAPERS

Dr. O. Myking Mehus of the Teachers College at Maryville is the author of the leading article in the "High School Teacher" of September, 1934. In this article entitled "Education Through Newspapers," Professor Mehus describes a publicity project conducted by the Editorial Committee of the Missouri Conference for Social Welfare, which was very successful.

### HIGH SCHOOL BANDS AT AMERICAN ROYAL

Among the bands represented at the recent American Royal Stock Show in Kansas City were Cameron, Chillicothe, Eastern Jackson County School, Hamilton, Joplin, Marceline, Maryville, Mt. Vernon, Princeton, Warrensburg and Central Missouri Teachers College.

Each band paraded separately before the audience of 10,000 and then assembled before the box occupied by Governor Park and played en masse. The exhibition was a credit to each school represented and the feature was popular with the audience.

Adult education is represented in Princeton by classes in creative writing and Biblical study. The former is taught by Mrs. Nancy Spencer Myer and the latter by Rev. R. M. Siegel.

At Bethany the responsibility for extra-curricular work is divided among the faculty as follows: night programs, Helen Romig, Norma Hovatter and Earle Low; assembly programs, Hazel Tucker, Edna Younge, Louie Youngman and Kenneth Werth; pep meetings, Coach C. A. Graham. Special programs will be in charge of Theresa Jones, Helen Metheny and Gertrude Hiller.

### PARIS SCHOOL PLANS COMPLETED

Work will soon be begun on the new \$80,000 high school at Paris, replacing one destroyed by fire last spring.

The new building will contain 17 rooms and will be connected with the grade school building by a covered walk. The district voted \$35,000 in bonds for the structure, the remaining \$45,000 representing insurance on the destroyed edifice.

Crystal City is proud of the part its high school orchestra had in the All-District Orchestra which played recently before the teachers convention of the Cape Girardeau District. Crystal City furnished ten of the 80 pieces composing the orchestra. Lyman J. Schork is the musical director of the Crystal City schools.

Fifty-one of the sixty-one schools reporting in Clark County observed Frances E. Willard Day as required by Missouri School Law.

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## ILLINOIS CENTRAL

"The Cardinal" is the name of a section of the "Clinton Eye." This section is devoted to news of the Clinton schools. It is staffed by an editor, a special feature writer, four reporters and six typists, and is now in its sixth year of existence.

**SOUTH AMERICA**, by Nellie B. Allen. Pages 411. Published by Ginn and Company.

This is a geographical and industrial reader which grips and holds the attention of the reader and at the same time provides for reviews and tests by which the pupil may fix and organize the material he has read.

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**OUR NATION'S DEVELOPMENT**, by Eugene C. Barker, William E. Dodd, and Henry Steele Commager. Pages 784 plus xlviii. Published by Row, Peterson and Company. List price \$2.20.

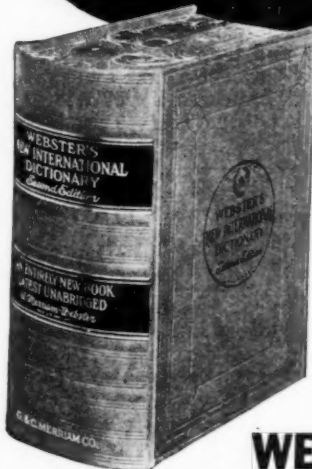
The material of this American history is arranged chronologically and topically. More than half of it deals with the period since 1865. The emphasis is social and economic with brief treatment of military events.

A preview and a world view opens each unit treatment, the style is simple, clear and attractive. An attractive and useful teaching device is the outlines which precede each chapter which helps in forming an idea of the relative importance of the events and discussions.

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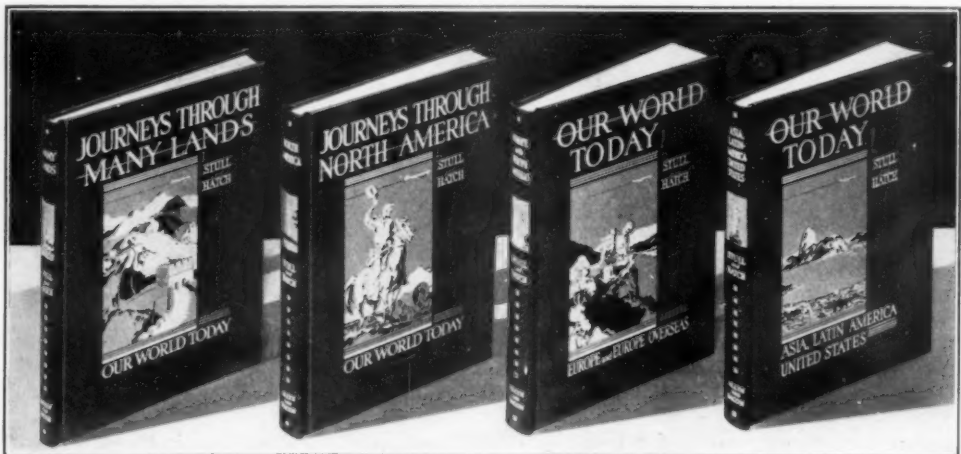
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